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ABSTRACT

A study was conducted to determine the effectiveness of Arizona community colleges in serving the Native American population of their service areas. Thirteen community colleges were surveyed in order to obtain data on full-time, part-time, and male/female enrollment of Indian students and total student body, tribes represented, average age of Indian students, courses most often pursued by Indian students, percentage of Indian students who complete programs, percentage of Indian students going on to four-year colleges, return rate to original communities, and special services available to Indian students. Twelve colleges responded to the survey; their responses ranged from very good to inadequate in terms of their ability to provide the requested information. In many categories, the information was unknown. The percentage of American Indians enrolled in each of the community colleges was also compared to the percentage of the American Indian population of the county served by each college. Results indicated that there was a wide range in community colleges' effectiveness in serving American Indians. Suggestions were offered to improve the efficacy of the community colleges in responding to Indian student needs. Limitations of the data used are noted in the report. A bibliography is appended. (JDS)

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AMERICAN INDIAN STUDENTS

AND THE

ARIZONA COMMUNITY COLLEGE SYSTEM

Carla Van West
Higher Education 360
The Community College
March 1, 1976

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AMERICAN INDIAN STUDENTS AND THE

ARIZONA COMMUNITY COLLEGE SYSTEM

The purpose of this paper is to examine American Indian student enrollment in the community colleges of Arizona in order to evaluate the adequacy of the system as it serves Native American populations.

Given the history of Indian education in relation with Anglo-American policies, it my thesis that community colleges offer American Indians unique opportunities for alleviating some of the major troubles in an Anglo-dominated educational system. This is not to say that community colleges should replace other forms of higher and continuing education, but that some of the features of community colleges are especially appropriate to particular needs.

Community colleges are characteristically community-oriented, ideally reflecting the heterogeneity of local cultures, age groups, socio-economic classes, community needs, interests, and talents. One of their major advantages is that community colleges provide low cost, proximate, and relevant education programs. Vocational, technical, and semi-professional course offerings are valued components of the over-all educational function. Continuing and adult education programs exemplify the life-long learning phil-

osophy and goal of most community colleges and community service, extension courses, classrooms, and outreach programs attest to the community college's "community" commitment. In general, community colleges are smaller than most four-year institutions, and offer programs of counseling, placement testing, and guidance for the hetergeneous student population which are more emphasized than in traditional colleges and universities. Furthermore, teaching and personal interaction are the main endeavors of the community college instructor. As a relatively recent institutional phenomena, community colleges tend to be more flexible and innovative than the traditional higher education institutions in their teaching methods and tools - particularly in terms of individualized instruction, teaching machines, audio-visual aids, special courses, and curricula which emphasizes personal achievement opposed to grade achievement.

In terms of evaluating the usefulness of community colleges for American Indians, it is wise to keep in mind the history of Anglo-European political and social relations with the various Indian peoples, and how these policies were reflected in the schooling practices of American Indians. Here in the Southwest, early intrusive groups, namely the Spanish military and missionaries as well as the Mexican government, expressed certain policies and attitudes toward the indigenous peoples. These dominant powers were as aware as we that education is a form of cultural transmission and culture change. Through the mechanism of form edu-

cation - the schools - values, beliefs, and new knowledge could be transmitted, advancing generally the process of acculturation which was their raison d'etre. The various policies and attitudes that were evidenced in these early administrations resulted from misperceptions of Indian culture and greed for Indian-controlled land. Early Franciscans and Jesuits were interested in converting and civilizing the pagan natives; the Mexican military wanted to assimilate the native peoples for the greater glory and nationalism of Mexico; and early American policies attempted to exterminate troublesome populations (Spicer 1972:334-342). Later, the Americans tried to isolate and ignore these persistant "nuisances" and occupants of desirable lands by confining them to Reservations (Spicer 1972:346). These negative policies and attitudes were reflected in the educational philosophies and curricula. Generally, ignorance of or lack of concern for Indian culture and identity was the rule which was followed by another period of assimilationist policies. It is only recently that there has been a positive shift in attitude toward Indians and the value of Indian culture. This shift began with the Indian Reorganization Act of 1934 and the efforts of John Collier, who at that time was the Commissioner of Indian Affairs (Fuchs and Havighurst 1972:12).

More than forty years have passed since the Indian Reorganization Act, and attitudes toward American Indians have changed dramatically. Yet no one approach has been agreed upon as the approach to education of young Native Americans.

In the Southwest, a region which is inhabited by almost half of this country's Indian population, there are still institutions of higher learning that espouse assimilationist attitudes toward Indian traditions and values. Clark, in an article, "Higher Education Programs for American Indians", cites Brigham Young University in Provo, Utah as a prime example of this approach (Clark 1972:17). Although seeing value in certain aspects of Indian culture, other institutions of higher learning view these societies as "void of a compelling force for formal educational achievement" (Ibid:17). Thus, it is their goal to instill such a force in Indian culture by means of focusing on the teaching of certain values to teachers of Indian children. Arizona State University in Tempe was cited as an example of this attitude. Alternatively, another philosophy I identify as "laissez-faire" is operating in institutions of higher learning in the Southwest. Northern Arizona University in Flagstaff and the University of Arizona in Tucson are best characterized by this attitude. In this approach there is recognition on the part of Anglo educators of the value and internal dynamics of Indian cultures, but who nevertheless expect Indian students, just as any other ethnic minority, to "blend" biculturally in order to succeed academically (Ibid:19). Here, all students are theoretically treated equally.

This last approach, the laissez-faire attitude, seems to be the most prevalent view taken by most colleges and universities. In my opinion, this attitude represents a major weakness in any

attempt at equal opportunity education. The attitude of treating Native Americans or non-Anglo minority students or other genre of atypical students alike, is a form of prejudice, or at best, ignorance. This is because equal opportunity for all is still prejudicial if it means treating any individual like any other without regard to personal characteristics. In reality, individuals have certain abilities, deficiencies, opportunities, and disadvantages at any point in time. Thus, to treat a heterogeneous group of people who range widely in their capabilities, experiences, and training as equally-prepared for an educational encounter is unrealistic. Instead, what we should be striving for is equality of opportunities in education and personal advancement. This type of situation purports individual assessment based on inheritance and environment.

This point brings us to the heart of my argument: why I believe community colleges offer unique opportunities for American Indian adults as well as other low-income economic groups. In the words of James Thorton, "One of its [the community college's] primary functions is to give substance to the ideal of equal opportunity for appropriate education for all citizens" (Thorton 1972:35). Stated another way, by acknowledging the discrepancies in academic preparation and socio-economic opportunities, and by attempting to deal with problems created genetically, culturally, economically, or academically, the community college has greater potential for success in achieving this goal than do more traditional and less "relativistic" institutions. Community colleges

have attempted to accomplish equal opportunity education by emphasizing personal and academic counseling, lessening or removing the penalities and restrictions of traditional grading systems, developing individualized programs of instruction, and taking classrooms and teachers to the various local populations within their jurisdiction. Initiating outreach programs to attract potential students and to recognize problem areas as well as offering courses requested by the public (whether traditionally academic or not), are effective and unique features of community college education.

That Indians are a unique class of people is not denied. Some like Fuchs and Havighurst feel strongly about Native Americans being a singularly unique minority as compared to other American non-Anglo groups (Fuchs and Havighurst 1973:31). However, for the purposes of this paper we are looking at American Indians as generally representative of lower socio-economic groups in Arizona (Weaver and Gartell 1974:73-96; Krutz 1974:112-137; Lobo, Bainton, and Weaver 1973:151).

Methods

In order to evaluate each community college's effectiveness in serving the various American Indian populations within their community college districts, I have compared census figures derived from the Census of the Population 1970, Volume 1, Characteristics of the Population, Part 4, Arizona with enrollment figures of Indian students in each of the thirteen community colleges surveyed. Of these that were surveyed, twelve college registrars responded. (A copy of the letter and all twelve responses are included in the Appendix.)

In order to make a preliminary assessment of "effectiveness" or "adequacy," I compared a figure which represents what percentage of a county's populations is Indian with a figure which represents what percentage of that same county's community college is Indian. This was done easily as each community college district in Arizona is equivalent to the county, although not every county has a community college.

The relation between these two figures is referred to as the "Schultz Index" (after Raymond E. Schultz) and gives a rough idea of the relative representation of constituent groups in the community college. This index, however, may not be revealing. Further delineations can be made, which are not indicated in this paper as to the exact meanings of these figures, such as age, sex, residence, financial support, G.I. benefits, previous educational experience, and so forth. Nevertheless, for the purpose of this paper, this index will serve as a basic criterion from which speculative judgments on the nature of the interaction between the various colleges and the Indian populations will be made.

In my assessments of each county and community college, I have tried to go beyond the information from Tables 4 and 5, which indicate the distribution of populations, and use supplementary information derived from additional literature and from independent informants (R.E. Schultz, Eric Henderson, Ric Windmiller - personal communications).

The Data

The following Figure and Tables graphically represent the information collected necessary to evaluate how effectively community colleges in Arizona are serving local populations.

Figure 1 - illustrates the county divisions within the state of Arizona which currently are identical to the various community college districts. The counties containing community colleges, as well as, all Indian Reservations recognized by the state and federal governments have been identified.

Tables 1 and 2 - are chart summaries of all the information received from the thirteen colleges queried by means of a questionnaire. The percentage of Indian students in each college is indicated on the bottom of Table 1.

Table 3 - reveals the structure of the total adult county population and total adult Indian population broken down by sex in each county. The percentage of Indian residents in each county is indicated in the last column of Table 3. This figure is used to arrive at figures for comparison with Indian enrollment in each community college.

Table 4 - charts the distribution of the county populations into rural (less that 2500), small community (2500 to 10,000), city (10,000 to 50,000) and large metropolitan areas (greater than 50,000). Sex is indicated where 1970 census figures were given.

Table 5 - represents the population figures of all the members of the fourteen major Indian reservations in Arizona broken down by sex, and indicates the numbers of adults in the two age

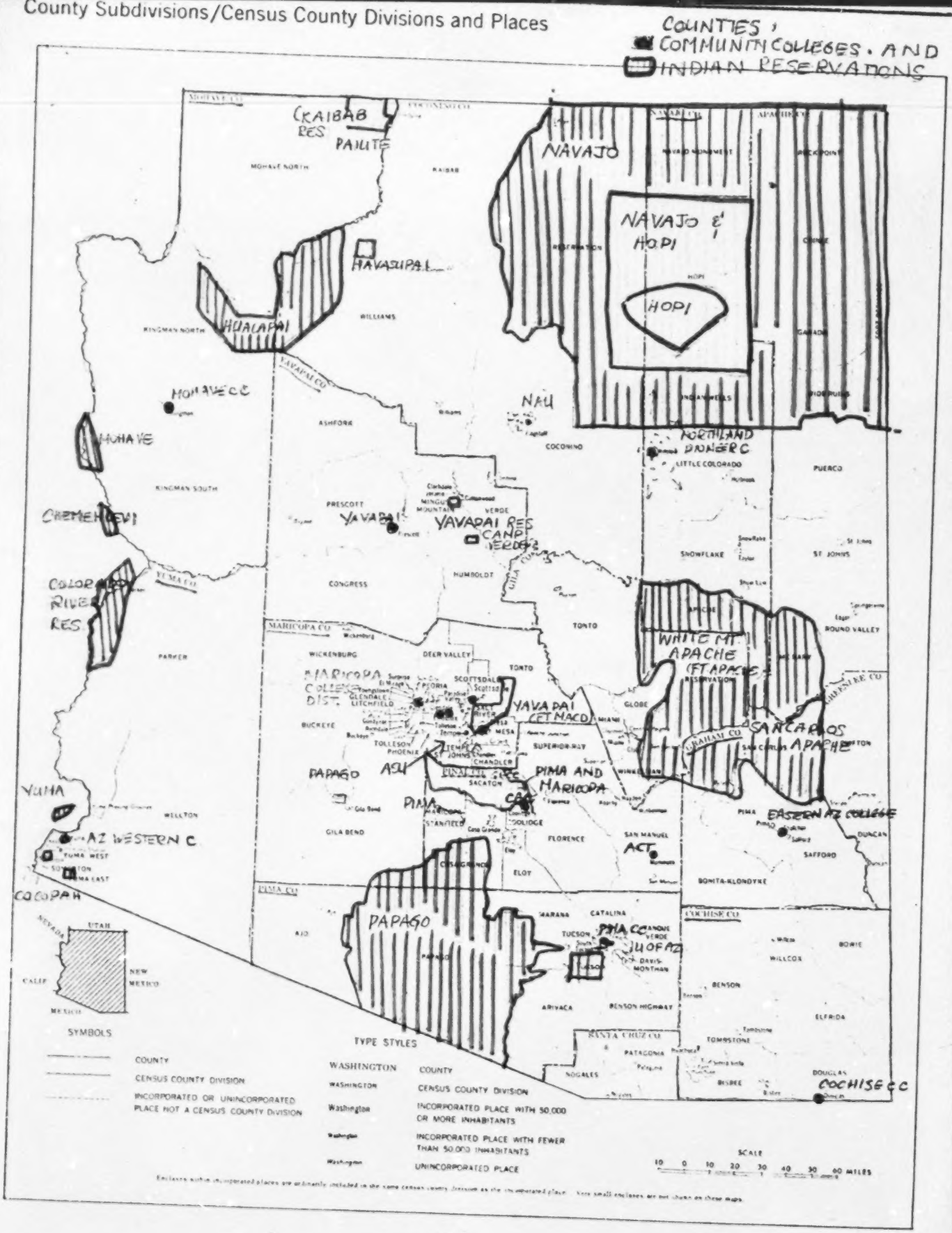
COUNTIES, COMMUNITY COLLEGES, AND INDIAN RESERVATIONS
KAIBAB RES
PAIUTE
NAVAJO
NAVAJO & HOPI
HOPI
HAVASUPAI
HUALAPAI
MOHAVE CC
MOHAVE
NAU
NORTHLAND PIONEER C
COCONINO
YAVAPAI
YAVAPAI RES
CAMP VERDE
CHEMEHUEVI
COLORADO RIVER RES
WHITE MT APACHE (FT APACHE RESERVATION)
SAN CARLOS APACHE
MARICOPA COLLEGE DIST.
YAVAPAI CC
PAPAGO
ASU
PIMA AND MARICOPA
CAC
PIMA
EASTERN AZ COLLEGE
YUMA
AZ WESTERN C
COCOPAH
PAPAGO
PIMA CC
JUCO AZ
COCHISE CC
SYMBOLS
COUNTY
CENSUS COUNTY DIVISION
INCORPORATED OR UNINCORPORATED PLACE NOT A CENSUS COUNTY DIVISION
TYPE STYLES
WASHINGTON COUNTY
WASHINGTON CENSUS COUNTY DIVISION
Washington INCORPORATED PLACE WITH 50,000 OR MORE INHABITANTS
INCORPORATED PLACE WITH FEWER THAN 50,000 INHABITANTS
UNINCORPORATED PLACE
SCALE
10 0 10 20 30 40 50 60 MILES

TABLE 1. ENROLLMENT FIGURES FALL 1975 FOR ARIZONA COMMUNITY COLLEGES

	Arizona Western College (Yuma)	Cochise College (Cochise)	Eastern Arizona College (Graham)	Glendale Comm. College (	Maricopa Technical College	Mesa Comm. College	Phoenix College	Scottsdale Comm. College	Mohave Comm. College (Mohave)	Northland Pioneer College (Navajo)	Pima College District (Pima)	Pina Comm Dist (Pin
					MARICOPA COLLEGE DISTRICT			)				
1a) Total Full-time Enrollment	4012	1149	1670	4400	6523	4600		2029	313	372	6980	17
Males	2136	773	1270	2972	4991	2900		1243	154	276	4902	12
Females	1876	376	400	1428	1532	1700		786	159	96	2078	4
1b) Total Part-time Enrollment	2567	2258	2357	7694	4854	6400		2700	1361	2621	12608	42
Males	1181	1215	1184	4505	No Break-down	3000		605	1169	1093	6723	18
Females	1386	1043	117	3189		3400		2095	1192	1528	5885	24
2a) Total Indian Full-time Enrollment	No break-down: 44 students registered identified as Indian	12	121	13	No Break-down 116 Male and 70 Female	79		17	15	77	161	1
Males		8	80	9		50		11	7	55	120	
Females		4	41	4		29		6	8	22	41	
2b) Total Indian Part-time Enrollment		16	90	37		53		48	142	438	280	4
Males		7	34	20		29		13	69	320	146	1
Females		9	56	17		24		35	73	118	134	3
*Percent of Indian Students Enrolled (Co. Pop. Figure)	44/ 6579 .6% (4%)	28/ 3407 .8% (.3%)	211/ 4027 5.2% (10%)	50/ 12094 .4% (1%)	186/ 11377 1.6% (1%)	132/ 1000 1.2% (1%)		65/ 4729 1.3% (1%)	157/ 1674 9.3% (3%)	515/ 2993 17.2% (48%)	411/ 13588 2.3% (3%)	57 59 9 (

TABLE 1. ENROLLMENT FIGURES FALL 1975 FOR ARIZONA COMMUNITY COLLEGES

Eastern Arizona College (Graham)	Glendale Comm. College (	Maricopa Technical College	Mesa Comm. College	Phoeni.. College	Scottsdale Comm. College)	Mohave Comm. College (Mohave)	Northlan Pioneer College (Navajo)	Pima College District (Pima)	Pinal Comm. College District (Pinal)	Yavapai College (Yavapai)
		MARICOPA COLLEGE DISTRICT								
1670	4400	6523	4500		2029	313	372	6980	1711	980
1270	2972	4991	2900		1243	154	276	4902	1220	623
400	1428	1532	1700		786	159	96	2078	491	357
2357	7694	4854	6400		2700	1361	2621	12608	4269	3709
1184	4505	No Break-down	3000		605	1169	1093	6723	1806	1567
117	3189		3400		2095	1192	1528	5885	2463	2142
121	13	No Break-down 116 Male and 70 Female	79		17	15	77	161	127	56
80	9		50		11	7	55	120	72	24
41	4		29		6	8	22	41	55	32
90	37		53		48	142	438	280	447	212
34	20		29		13	69	320	146	146	74
56	17		24		35	73	118	134	301	148
211/ 4027 5.2% (10%)	50/ 12094 .4% (1%)	186/ 11377 1.6% (1%)	132/ 1000 1.2% (1%)		65/ 4729 1.3% (1%)	157/ 1674 9.3% (3%)	515/ 2993 17.2% (48%)	441/ 19588 2.3% (3%)	574/ 5980 9.5% (9%)	268/ 4689 5.7% (2%)

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS

				Maricopa College District							
	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College Distric
3) Tribes Represented	Cocopah Quechan Hopi/Tewa Cherokee Laguna Navajo Papago (No breakdown)	Apache (1) Aleut (1) Cherokee (4) Chicksaw (1) Chocktaw (1) Crow (1) Hopi (3) Maricopa (1) Navajo (4) Quechan (1) Yakima (1) 9 students with no tribe identified	50% Navajo 50% Apache	Navajo Pima	No breakdown	Unknown		Unknown	Unknown	Navajo Hopi Apache	Mostly Papago Follow by: Pima Navajo Hopi Apache Yaqui Shoshon Onodaga Mission Quechan Sioux Cheroke Paiute
4) Average Age of Indian Students	17-55 yrs	On Campus 24 Off Campus 39	20 yrs	20-22 yrs	Unknown	Unknown		Unknown	39	26	28.7 (All student
5) Courses Most Frequently Pursued By Indian Students	50% in Transfer Programs, 50% in Vocational or Technical Programs	On Campus: 50% in Aviation, 15% in Technologies, 35% trans-general education. Off Campus: 50% Business, 15% Other technologies, 35% Gen-transfer ed.	Most in Transfer Programs	Most in Transfer Programs	Unknown	Unknown		Unknown	Unknown	Vocation/ Technical 1st, Transfer Close 2nd	Vocation (Welding office e General Education (Explorat special interest Semi-professional (Nursing, Community Services) Transfer (Educatio

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS

tern zona lege	Maricopa College District: Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
ajo che	Navajo Pima	No breakdown	Unknown		Unknown	Unknown	Navajo Hopi Apache	Mostly Papago Followed by: Pima Navajo Hopi Apache Yaqui Shoshone Onodaga Mission Quechan Sioux Cherokee Paiute	80% Pima 10% Papago 10% Navajo, Hopi, and Apache	Unknown
yrs	20-22 yrs	Unknown	Unknown		Unknown	39	26	28.7 (All students)	33 yrs	Unknown
in sfer rams	Most in Transfer Programs	Unknown	Unknown		Unknown	Unknown	Vocation/ Technical 1st, Transfer Close 2nd	Vocational (Welding, office ed.), General Education (Exploratory special interests), Semi-professional (Nursing, Community Services), Transfer (Education,	Vocational/ Technical 31 Full-time 26 Part-time; Transfer 96 Full-time, 411 Part-time Admin of Justice)	Transfer-Art

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (Con't)

				Maricopa College District							
	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoeni. College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District
6) Percentage of Indian Students Who Complete Program	Unknown	80%	20%	50%	Unknown	Unknown		Unknown	Unknown	45%	34%
7) Percentage of those going on to 4 year schools	Unknown	25%	Unknown	Unknown	Unknown	Unknown		Unknown	Unknown	25%	40%
8) Return Rate to Original Communities	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown		Unknown	Unknown	Unknown	Unknown
9) Special Services	1)Counselor for Amer. Indian Students 2)Amer. Indian Club - Catalog Indicates Nothing	No Special Counseling - Catalog Says Amerind Club	"Yes" (No Details) - Catalog Indicates Nothing	No - Catalog Indicates Nothing	No - Catalog Indicates Nothing	"Yes" (No Details) - Catalog Indicates Nothing		"Yes" (No Details) - Catalog Indicates Nothing	"Yes" (No Details) - Catalog mentions in History & Development that classes held in Kaibab and Peach Spgs Tribal Buildings, as well as local high schools	Veteran Outreach, Financial Aids Outreach, 32 Locations on Navajo, Hopi, and Apache Reservations - Catalog Says A Co-ordinator of Indian Programs (Patricia Walsh), Conversational Nav. I-IV, Apache I-II, Hopi I-II	Indian Student Counselor (Housing, Aid, Programming, career, personal) Indian Specialist (Alternate Learning: Center, tutoring) - Catalog mentions certain courses like Papago History & Culture

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (Con't)

Maricopa College District									
Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
50%	Unknown	Unknown		Unknown	Unknown	45%	34%	20 Students a year (28.7%)	25%
Unknown	Unknown	Unknown		Unknown	Unknown	25%	40%	80-90%	5%
Unknown	Unknown	Unknown		Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
No - Catalog Indicates Nothing	No - Catalog Indicates Nothing	"Yes" (No Details) - Catalog Indicates Nothing		"Yes" (No Details) - Catalog Indicates Nothing	"Yes" (No Details) - Catalog mentions in History & Dovelopment that classes held in Kaibab and Peach Spgs Tribal Buildings, as well as local high schools	Veteran Outreach, Financial Aids Outreach, 32 Locations on Navajo, Hopi, and Apache Reservations - Catalog Says: A Co-ordinator of Indian Programs (Patricia Walsh), Conversational Nav. I-IV, Apache I-II, Hopi I-II	Indian Student Counselor (Housing, Aid, Programming, career, personal) Indian Specialist (Alternative Learning Center, tutoring) - Catalog mentions certain courses like Papago History & Culture	"Some emphasis, not enough" 1) Placement for Vets. - Catalog Mentions: Gila River Career Center, Pima Mines, Amerind Club, Desert Willow Training Center	"Yes" (No Details) - Catalog Says: Interdept. American Indian Studies Program

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (Con't)

	Arizona Western College	Cochise College	Eastern Arizona College	Maricopa College District: Glendale Community College	Maricopa College District: Maricopa Technical College	Maricopa College District: Mesa Community College	Maricopa College District: Phoenix College	Maricopa College District: Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District
10) Indian Community Vocal in Curricular Decisions?	No	No	Yes	No	"No more than any other ethnic group"	No (0)		"They have input if they want it."	Yes, in Peach Spgs, N.E. Mohave County	"Yes, If 10 students want a class, in their area, we will teach it."	No
11) Funding for Students or Programs	BIA Higher Ed Employment Assistance	SEOG BEOG CWS NDSL BIA Nursing Loan Grants FIS Loans Law Enforcement Ed. Prog., Grants & Loans, Private Scholarships	BIA Funds	BIA BEOG Any federal financial aid		All regular sources plus BIA and Tribal Grants (Yaqui Ind. Scholarship) BIA Women's Club Revol. Loan		All Financial Aids Program	Normal Community College Funds	Fed-work study, Vet-work study, Navajo Tribe Institutional Work study	BIA Grants. BIA Employment Ass't Program, BEOG, Tribal loans and grants

TABLE 2. INDIAN COMMUNITY COLLEGE STUDENTS STATISTICS (Con't)

stern izona llege	Maricopa College District: Glendale Community College	Maricopa College District: Maricopa Technical College	Maricopa College District: Mesa Community College	Maricopa College District: Phoenix College	Maricopa College District: Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
	No	"No more than any other ethnic group"	No (0)		"They have input if they want it."	Yes, in Peach Spgs, N.E. Mohave County	"Yes, If 10 students want a class, in their area, we will teach it."	No	Some, through an Adult Advisory Group	No
Funds	BIA BEOG Any federal financial aid		All regular sources plus BIA and Tribal Grants (Yaqui Ind. Scholarship) BIA Women's Club Revol. Loan		All Financial Aids Program	Normal Community College Funds	Fed-work study, Vet-work study, Navajo Tribe Institutional Work study	BIA Grants BIA Employment Ass't Program, BEOG, Tribal loans and grants	BIA Scholarships BEOG CWS NDSL CETA TWEP DES DVIZ ASC Fee Wavers	BEOG BIA

TABLE 3: 1970 CENSUS INFORMATION CONCERNING COUNTY POPULATIONS IN ARIZONA (COUNTY=COMMUNITY COLLEGE DISTRICT)

Community College (+) (-)	-	+	-	-	+	-	+	+	+	+	+	-
	APACHE	COCHISE	COCONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ
Total Population	32,298	61,910	48,326	29,255	16,578	10,330	967,522	25,857	47,715	351,667	67,916	13,966
Males	15,885	31,569	23,952	14,388	8,519	5,126	471,975	13,084	23,623	171,654	34,843	6,537
Females	16,413	30,341	24,374	14,867	8,059	5,204	495,547	12,773	24,092	180,013	33,073	7,429
Total Indian Population	23,994	152	11,996	4,593	1,682	124	11,159	863	23,023	8,837	6,405	22
Males	11,716	81	5,798	2,248	822	59	5,335	448	11,283	4,395	3,194	12
Females	12,278	71	6,198	2,343	860	65	5,824	421	11,740	4,442	3,211	10
Percent of Indian Population *	74.%	.3%	25.%	16.%	10.%	1.%	1.%	3.%	48.%	3%	9%	.1%

ENSUS INFORMATION CONCERNING COUNTY POPULATIONS IN ARIZONA (COUNTY=COMMUNITY COLLEGE DISTRICT)

-	-	+	-	+	+	+	+	+	-	+	+
OCONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ	YAVAPAI	YUMA
48,326	29,255	1[illegible],578	10,330	967,522	25,857	47,715	351,667	67,916	13,966	36,733	60,827
23,952	14,388	8,519	5,126	471,975	13,084	23,623	171,654	34,843	6,537	18,312	31,539
24,374	14,867	8,059	5,204	495,547	12,773	24,092	180,013	33,073	7,429	18,421	29,288
11,996	4,591	1,682	124	11,159	869	23,023	8,837	6,405	22	686	2,272
5,798	2,248	822	59	5,335	448	11,283	4,395	3,194	12	348	1,171
6,198	2,343	860	65	5,824	421	11,740	4,442	3,211	10	338	1,101
25.%	16.%	10.%	1.%	1.%	3.%	48.%	3%	9%	[illegible].1%	2%	4%

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

	APACHE	COCHISE	COCONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ
RURAL < 2,500 TOTAL MALE / INDIAN	15,885 / 11,716	12,313 / 57	10,945 / 5,134	7,943 / 1,072	6,014 / 806	2,630 / 33	32,281 / 1,456	9,468 / 379	17,359 / 10,492	25,530 / 2,863	18,606 / 2,915	2,390 / 9
RURAL < 2,500 TOTAL FEMALE / INDIAN	16,413 / 12,278	10,052 / 44	11,264 / 5,538	8,043 / 1,083	5,231 / 833	2,613 / 40	31,444 / 1,430	9,077 / 346	17,531 / 10,856	26,072 / 2,813	16,606 / 2,914	2,630 / 5
PLACES 2,500 - 10,000 TOTAL MALE & FEMALE INDIAN	San Carlos m. 1,216 (1120) f. 1,326 (1200)	Benson m. 1,393 (2) f. 1,446 (2)	Williams m. 2,216 (4) f. 1,227 (1)	Globe m. 3,563 (48) f. 3,770 (53)	Safford m. 2,505 (16) f. 2,828 (27)	Clifton m. 2,496 (26) f. 2,591 (25)	Avondale m. 3,090 (10) f. 3,214 (11)	Kingman m. 3,616 (69) f. 3,696 (75)	Holbrook m. 2,376 (246) f. 2,383 (286)	Ajo m. 2,872 (262) f. 3,009 (265)	Coolidge m. 2,265 (79) f. 2,386 (111)	Nogales m. 4,467 (3) f. 4,799 (5)
		Bisbee m. 4,029 (2) f. 4,299 (5)		Miami m. 1,666 (8) f. 1,728 (7)			Buckeye m. 1,312 (7) f. 1,287 (9)		Winslow m. 3,888 (545) f. 4,176 (568)	South Tucson m. 3,097 (272) f. 3,123 (325)	Eloy m. 2,666 (52) f. 2,715 (60)	
		Fort Huach m. 3,370 (6) f. 3,289 (10)					Cashion m. 1,333 (4) f. 1,372 (7)				Kearny m. 467 (2) f. 1,362 (3)	
		Sierra Vista m. 3,312 (16) f. 3,377 (5)					El Mirage m. 1,593 (14) f. 1,665 (17)				San Manuel m. 2,226 (19) f. 2,106 (20)	
		Willcox m. 1,247 (3) f. 1,321 (1)					Luke m. 3,385 (14) f. 1,662 (6)				Superior m. 2,467 (42) f. 2,508 (37)	

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

NINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ	YAVAPAI	YUMA
5 / 134	7,943 / 1,072	6,014 / 806	2,630 / 33	32,281 / 1,456	9,468 / 379	17,359 / 10,492	25,530 / 2,863	18,606 / 2,915	2,390 / 9	10,724 / 229	11,974 / 1,045
4 / 538	8,043 / 1,083	5,231 / 833	2,613 / 40	31,444 / 1,430	9,077 / 346	17,531 / 10,856	26,072 / 2,813	16,606 / 2,914	2,630 / 5	10,104 / 236	10,834 / 986
ams 216) 227)	Globe m. 3,563 (48) f. 3,770 (53)	Safford m. 2,505 (16) f. 2,828 (27)	Clifton m. 2,496 (26) f. 2,591 (25)	Avondale m. 3,090 (10) f. 3,214 (11)	Kingman m. 3,616 (69) f. 3,696 (75)	Holbrook m. 2,376 (246) f. 2,383 (286)	Ajo m. 2,872 (262) f. 3,009 (265)	Coolidge m. 2,265 (79) f. 2,386 (111)	Nogales m. 4,467 (3) f. 4,799 (5)	Cotton-wood m. 1,381 (22) f. 1,434 (23)	W. Yuma m. 2,804 (7) f. 2,748 (9)
	Miami m. 1,666 (8) f. 1,728 (7)			Buckeye m. 1,312 (7) f. 1,287 (9)		Winslow m. 3,888 (545) f. 4,178 (568)	South Tucson m. 3,097 (272) f. 3,123 (325)	Eloy m. 2,666 (52) f. 2,715 (60)			Yuma Station m. 2,411 (21) f. 1,049 (2)
				Cashion m. 1,333 (4) f. 1,372 (7)				Kearny m. 467 (2) f. 1,362 (3)			
				El Mirage m. 1,593 (14) f. 1,665 (17)				San Manuel m. 2,226 (19) f. 2,106 (20)			
				Luke m. 3,385 (14) f. 1,662 (6)				Superior m. 2,467 (42) f. 2,508 (37)			

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

	APACHE	COCHISE	COCONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ
PLACES 2,500 - 10,000 TOTAL MALE & FEMALE INDIAN (CONTINUED)							Paradise Valley m. 3,534 (9) f. 3,621 (8)					
							Peoria m. 2,339 (16) f. 2,453 (23)					
							Tolleson m. 1,938 (34) f. 1,943 (35)					
							Wickenburg m. 1,300 (7) f. 1,398 (6)					
PLACES 10,000 - 50,000		Douglas 12,462 (Total) 9 (Ind) 5 male 4 female	Flagstaff 26,117 (Total) 1,324 (Ind) 664 male 660 female				Chandler 13,763 (Total) 161 (Ind) 89 male 72 female				Casa Grande 10,536 (Total) 151 (Ind) 85 male 66 female	
							Glendale 36,228 (Total) 109 (Ind) 56 male 53 female					

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

CONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ	YAVAPAI	YUMA
				Paradise Valley m. 3,534 (9) f. 3,621 (8)							
				Peoria m. 2,339 (16) f. 2,453 (23)							
				Tolleson m. 1,938 (34) f. 1,943 (35)							
				Wickenburg m. 1,300 (7) f. 1,398 (6)							
gstaff ,117 otal) 324 (Ind) 4 male 0 female				Chandler 13,763 (Total) 161 (Ind) 89 male 72 female				Casa Grande 10,536 (Total) 151 (Ind) 85 male 66 female		Prescott 13,030 (Total) 176 (Ind) 97 male 79 female	Yuma 29,007 (Total) 202 (Ind) 98 male 104 female
				Glendale 36,228 (Total) 109 (Ind) 56 male 53 female							

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

	APACHE	COCHISE	COCONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRU
PLACES 10,000 - 50,000							Sun City 13,670 (Total) 4 (Ind) 1 male 3 female					
PLACES 50,000+							Phoenix 863,357 (Total) 418,398 male 444,959 female 7,957 (Ind) 3,710 male 4,247 female			Tucson 294,184 (Total) 143,252 male 150,932 female 2,634 (Ind) 1,270 male 1,364 female		

TABLE 4: DISTRIBUTION OF ARIZONA'S POPULATION

OCONINO	GILA	GRAHAM	GREELEE	MARICOPA	MOHAVE	NAVAJO	PIMA	PINAL	SANTA CRUZ	YAVAPAI	YUMA
				Sun City 13,670 (Total) 4 (Ind) 1 male 3 female							
				Phoenix 863,357 (Total) 418,398 male 444,959 female 7,957 (Ind) 3,710 male 4,247 female			Tucson 294,184 (Total) 143,252 male 150,932 female 2,634 (Ind) 1,270 male 1,364 female				

TABLE 5. *RESERVATION POPULATIONS IN ARIZONA (1970)
*(Major)

USA Reservation Population =
213,770 Indians

HOPI (Hopi Indians)

Total 4,404 2.1% of Total USA
2,097 Male
2,307 Female 760 (16-24 yrs)
739 (25-44 yrs)

(Navajo County)

NAVAJO (Navajo India

Total 56,949 26.6% o
AZ 36,999 17.3%
NM 17,700 8.3%
Utah 2,250 1.1%

(Navajo, Coconino,

COLORADO RIVER RESERVATION
(Chemehueui, Mohave, Navajo, & Hopi)
Total 1,715 0.8% of Total USA
904 Male
811 Female 330 (16-24 yrs)
304 (25-44 yrs)

(Yuma County)

HUALAPAI (Hualapai Indians)

Total 443 0.2% of Total USA
244 Male
199 Female 74 (16-24 yrs)
90 (25-44 yrs)

(Mohave & Coconino Counties)

PAPAGO (Papago India

Total 4,879 2.3% of
2,482 Male
2,397 Female

(Pima & Maricopa Cou

FORT APACHE (Western Apache Indians)

Total 5,903 2.8% of Total USA
3,009 Male
2,894 Female 899 (16-24 yrs)
1,224 (25-44 yrs)

(Navajo, Gila, Apache & Graham Counties)

JOINT USE AREA (Navajo & Hopi Indians)

Total 7,726 3.6% of Total USA
3,639 Male
4,087 Female 1,227 (16-24 yrs)
1,531 (25-44 yrs)

(Navajo & Coconino Counties)

SALT RIVER (Pima, Ma

Total 721 0.3% of
438 Male
283 Female

(Maricopa County)

FORT MACDOWELL (Yavapai & Apache Indians)

Total 152 0.1% of Total USA
69 Male
83 Female 18 (16-24 yrs)
36 (25-44 yrs)

(Maricopa County)

KAIBAB (Southern Paiute Indians)

Total 83 -% of USA
29 Male
54 Female 10 (16-24 yrs)
18 (25-44 yrs)

(Mohave County)

SAN CARLOS (Apache I

Total 4,525 2.1% of
2,172 Male
2,353 Female

(Apache County)

GILA RIVER (Papago, Pima & Maricopa)

Total 4,573 2.1% of Total USA
2,292 Male
2,281 Female 704 (16-24 yrs)
929 (25-44 yrs)

(Maricopa County)

MARICOPA (AK CHIN)
(Pima and Papago Indians)
Total 376 0.2% of USA
173 Male
203 Female 47 (16-24 yrs)
79 (25-44 yrs)

(Pinal County)

SAN XAVIER (Papago In

Total 493 0.2% of
228 Male
265 Female

(Pima County)

TABLE 5. *RESERVATION POPULATIONS IN ARIZONA (1970)
*(Major)

HOPI (Hopi Indians)

Total 4,404 2.1% of Total USA
2,097 Male
2,307 Female 760 (16-24 yrs)
739 (25-44 yrs)

(Navajo County)

NAVAJO (Navajo Indians)

Total 56,949 26.6% of Total USA
AZ 36,999 17.3%
NM 17,700 8.3% 5,989 (16-24 yrs)
Utah 2,250 1.1% 7,303 (25-44 yrs)

(Navajo, Coconino, & Apache Counties)

HUALAPAI (Hualapai Indians)

Total 443 0.2% of Total USA
244 Male
199 Female 74 (16-24 yrs)
90 (25-44 yrs)

(Mohave & Coconino Counties)

PAPAGO (Papago Indians)

Total 4,879 2.3% of Total USA
2,482 Male
2,397 Female 737 (16-24 yrs)
1,007 (25-44 yrs)

(Pima & Maricopa Counties)

JOINT USE AREA (Navajo & Hopi Indians)

Total 7,726 3.6% of Total USA
3,639 Male
4,087 Female 1,227 (16-24 yrs)
1,531 (25-44 yrs)

(Navajo & Coconino Counties)

SALT RIVER (Pima, Maricopa & Yavapai)

Total 721 0.3% of Total USA
438 Male
283 Female 135 (16-24 yrs)
147 (25-44 yrs)

(Maricopa County)

KAIBAB (Southern Paiute Indians)

Total 83 -% of USA
29 Male
54 Female 10 (16-24 yrs)
18 (25-44 yrs)

(Mohave County)

SAN CARLOS (Apache Indians)

Total 4,525 2.1% of Total USA
2,172 Male
2,353 Female 702 (16-24 yrs)
936 (25-44 yrs)

(Apache County)

MARICOPA (AK CHIN)
(Pima and Papago Indians)
Total 376 0.2% of USA
173 Male
203 Female 47 (16-24 yrs)
79 (25-44 yrs)

(Pinal County)

SAN XAVIER (Papago Indians)

Total 493 0.2% of Total USA
228 Male
265 Female 87 (16-24 yrs)
86 (25-44 yrs)

(Pima County)

groups: 16-24 years, and 25-44 years, which most represent potential community college enrollees.

Table 6 - represents a population summary for American Indians in Arizona broken down into urban, rural (non-farm), and rural (farm) categories.

Table 7 - gives a gross educational statistical summary for Arizona American Indian enrollment in 1970 for high school, one to three years of college, and four-plus years of college.

Table 8 - represents a subjectively derived table indicating the adequacy of the responses to the questionnaire distributed to all Arizona community colleges. First, each institution was ranked as to the completeness and detail of the response in regards to the itemized questions. Secondly, each category of response was comparitively ranked between institutions. Upon evaluation and ranking of each response, numerical ranks were totaled to indicate over-all knowledge of Indian student enrollment data. This chart, admittedly, is subjective and may not accurately represent the quantity or quality of knowledge controlled by the administration concerning Indian students at that institution. Variables, such as available time, accessibility of data, the informant's personal knowledge versus institutional knowledge, and prejudice toward the author as a student may have influenced the quality and quantity of the responses. Nevertheless, I feel that this information

TABLE 6. POPULATION SUMMARY FOR AMERICAN INDIANS IN ARIZONA (1970)

TOTAL	94,310
	46,267 Male
	48,043 Female
URBAN	16,442
	7,832 Male
	8,610 Female
RURAL (Non-Farm)	70,808
	34,976 Male
	35,832 Female
RURAL (Farm)	7,060
	3,459 Male
	3,601 Female

TABLE 7. EDUCATION STATISTIC SU ARIZONA AMERICAN INDIANS (1970)

TOTAL	34,996 Individuals Enr
	5,357 Urban Enrollmen
	29,639 Rural Enrollmen
HIGH SCHOOL	5,409 Total
	1,367 Urban
	4,042 Rural
1-3 YEARS COLLEGE	1,292 Total
	504 Urban
	788 Rural
4 YEARS+ COLLEGE	484 Total
	229 Urban
	255 Rural

ON SUMMARY FOR
ARIZONA (1970)

310

267 Male

043 Female

442

832 Male

610 Female

408

276 Male

132 Female

60

59 Male

01 Female

TABLE 7. EDUCATION STATISTIC SUMMARY FOR ARIZONA AMERICAN INDIANS (1970)

TOTAL	34,996 Individuals Enrolled in Schools
	5,357 Urban Enrollment
	29,639 Rural Enrollment
HIGH SCHOOL	5,409 Total
	1,367 Urban
	4,042 Rural
1-3 YEARS COLLEGE	1,292 Total
	504 Urban
	788 Rural
4 YEARS+ COLLEGE	484 Total
	229 Urban
	255 Rural

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE

Maricopa College District

	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College Distric
Total enrollment figures (0.1)	Adequate 1	Adequate 1	Adequate 1	Adequate 1	Adequate 1	Fair 1	-0-	Adequate 1	Adequate 1	Adequate 1	Adequate
Indian enrollment figures (0.1)	Below Average 0	Adequate 1	Adequate 1	Adequate 1	Below Average 0	Adequate 1	-0-	Adequate 1	Adequate 1	Adequate 1	Adequate
Knowledge of Tribal breakdown within Indian enrollment (0.1)	Good 3	Very Good 4	Fair 2	Below Average 1	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Fair 2	Good
Average age of Indian student population (0.2)	A Range Given 1	Means for on & off 2	Mean 2	Estimate of mean 2	In-adequate 0	In-adequate 0	-0-	In-adequate 0	Mean 2	Mean 2	All student mea
Courses of Study Pursued by Indian Students (0.3)	Good 2	Very Good 3	Below Average 1	Below Average 1	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Below Average 1	Very Good
Percentage of Indian Students who Complete Programs (0.1)	In-adequate 0	Figure Given 1	Figure Given 1	Figure Given 1	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Figure Given 1	Figure Given
Follow up Knowledge of No. of Indian Students who transfer to 4-yr. instit (0.1)	In-adequate 0	Figure Given 1	In-adequate 0	In-adequate 0	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Figure Given 1	Figure Given

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE

Maricopa College District

astern rizona ollege	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
dequate 1	Adequate 1	Adequate 1	Fair 1	-0-	Adequate 1	Adequate 1	Adequate 1	Adequate 1	Adequate 1	Adequate 1
dequate 1	Adequate 1	Below Average 0	Adequate 1	-0-	Adequate 1	Adequate 1	Adequate 1	Adequate 1	Adequate 1	Adequate 1
air 2	Below Average 1	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Fair 2	Good 3	Good 3	In-adequate 0
an 2	Estimate of mean 2	In-adequate 0	In-adequate 0	-0-	In-adequate 0	Mean 2	Mean 2	All student mean 1	Mean 2	In-adequate 0
low erage 1	Below Average 1	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Below Average 1	Very Good 3	Good 2	Below Average 1
gure ven 1	Figure Given 1	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Figure Given 1	Figure Given 1	Figure Given 1	Figure Given 1
equate 0	In-adequate 0	In-adequate 0	In-adequate 0	-0-	In-adequate 0	In-adequate 0	Figure Given 1	Figure Given 1	Figure Given 1	Figure Given 1

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE (CON'T)

Maricopa College District

	Arizona Western College	Cochise College	Eastern Arizona College	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District
Special Service Programs for Indian Students (0.2)	Response 1	Response 1	Inadequate Response 0	Response 1	Response 1	Inadequate Response 0	-0-	Inadequate Response 0	Inadequate Response 0	Good Response 2	Good Response 2
Knowledge of Indian community's opinion in curricular policy (0.1)	Response 1	Response 1	Response 1	Response 1	Response 1	No Response 0	-0-	Response 1	Response 1	Response 1	Response 1
Funding for Indian Students (0.4)	Fair 2	Very Good 4	Below Average 1	Fair 2	Inadequate No Response 0	Fair 2	-0-	Inadequate 0	Inadequate 0	Fair 2	Good 3
*Over-All Assessment	11	19	10	11	3	4		3	5	14	17
No. indicates Comparative Ranking of Adequacy of Response	3	1 Well Informed	6	5	10	9	-0-	10	8	4	2 Well Informed

TABLE 8: "ADEQUACY OF RESPONSE" TO QUESTIONNAIRE DISTRIBUTED IN REGARD TO INDIAN ENROLLMENT WITHIN THEIR COMMUNITY COLLEGE (CON'T)

Maricopa College District

...rn ...a ...e	Glendale Community College	Maricopa Technical College	Mesa Community College	Phoenix College	Scottsdale Community College	Mohave Community College	Northland Pioneer College	Pima College District	Pinal C. College District	Yavapai College
...te ...se 0	Response 1	Response 1	In-adequate Response 0	-0-	In-adequate Response 0	In-adequate Response 0	Good Response 2	Good Response 2	In-adequate Response 0	In-adequate Response 0
...se 1	Response 1	Response 1	No Response 0	-0-	Response 1	Response 1	Response 1	Response 1	Response 1	Response 1
...e 1	Fair 2	In-adequate No Re-sponse 0	Fair 2	-0-	In-adequate 0	In-adequate 0	Fair 2	Good 3	Very Good 4	Below Average 1
...0	11	3	4		3	5	14	17	16	7
	5	10	9	-0-	10	8	4	2 Well Informed	3 Well Informed	7

allows me a little more evidence for evaluating general "adequacy."

Evaluation

Apache County: Seventy-four percent (74%) of this primarily rural county is Indian. The only sizable community in Apache County is San Carlos, which is almost exclusively inhabited by Apaches. No community college is specifically designated for Apache County; however, neighboring Navajo County (Northland Pioneer Community College) has made arrangements with Apache County to use its facilities. Navajos in the northern half of the county are also serviced by Navajo Community College in Tsaile Lake and the College of Ganado, both on the Navajo Reservation.

Cochise County: While only .3% of the county is reported as being Indian, .8% of Cochise College's enrollment is Indian. Interestingly, at least half of these are non-Southwestern Indian cultures, including Aleut, Cherokee, Chicksaw, Chocktaw, Corw, and Yakima. The registrar reports that one-half of the on-campus students are enrolled in Cochise's well-recognized aviation program.

Cochise has the highest completion rate reported for any community college. This might possibly be attributed to high student motivation, particularly since, the majority of Indian enrollees are attracted from out-of-state locations. There are apparently no special counseling or Indian-oriented programs at Cochise. The catalog reports only an Amerind Club. Also, a fair number of possible loaning and granting funds are available to Indian students. Considering that there are no indigenous Indian reservations in Cochise County and that only a small percentage of Indians reside in the county, the community college is amazingly well-informed about this particular sector of its student population. Furthermore, in comparison with all the other institutions that returned questionnaires, Cochise appears to be the most adequately aware of this group and most conscientious in its account of the statistics.

Coconino County: Twenty-five percent (25%) of the population in this county is Indian. It is the largest county in the state, one-third of which is Navajo Reservation. The majority of this county is rural land on which almost one-half of the

of the population live. Inspite of the large land area and dispersed rural population which might be profitably served by a community college, there is no state-organized community college in Coconino County. Seemingly, some of the need for such a college has been fulfilled by Northern Arizona University in Flagstaff, Navajo Community College on the Navajo Reservation, and by community colleges in adjoining counties such as Yavapai and Northland Pioneer. Still, I can see a need for a community college in that county, perhaps located in Williams, Page, or possibly Flagstaff.

Gila County: Sixteen percent (16%) of the county's population is Indian, predominantly White Mountain Apache. Over half of these live in rural areas, and the great majority of the rest are found in reservation communities. Globe and Miami are sizable enough communities to possibly support their own community college campus, yet, none exist to date. Apparently, Gila County residents use facilities from surrounding counties.

Graham County: Ten percent (10%) of the county population is Indian, the majority being represnted as San Carlos Apache. Yet, the existing community

college, Eastern Arizona College in Thatcher, indicates that only 5.2% of student enrollment is identified as American Indian. This apparently is suspicious by the standards of the Schultz Index. Since one-third of the county is considered Apache Reservation, it would appear that more Indian students could be attracted or find a community college's offerings useful.

Greenlee County: Only seventeen percent (17%) of the total population for this county is Indian. This is the smallest county in Arizona. Over half of the population is rural with only one fair-sized community, Clifton, Greenlee apparently uses the facilities of adjoining Graham County.

Maricopa County: Only one percent (1%) of this populated county is identified as American Indian. Some of these people live in the rural areas, but the majority of the Indian population is concentrated in the greater Phoenix area. The need here for improved outreach and Indian-oriented education seems called for, inspite of the Schultz Index indicating otherwise: Glendale, 0.4%; Maricopa Tech, 1.6%; Mesa, 1.2%; Phoenix,

College (no data); Scottsdale, 1.3%. Considering that many Indians live in the urban center of Phoenix, it would appear that a larger proportion of Indian students should be involved.

Navajo County: This is a problematic county picture and community college picture to assess. Forty-eight percent (48%) of the county's population is Indian. Over two-thirds of the land is considered Navajo, Hopi, or Apache Reservation, yet, only 17.8% of the Northland Pioneer Community College system is Indian-enrolled with 32 class offering locations on these three reservations. The problem of evaluation is complicated with the necessary consideration of the two "competing" institutions, Navajo Community College and the College of Ganado. Considering that these two independent institutions of higher learning are Navajo run and operated, NPCC may not be recruiting or attracting as many students as it might if it were not in competition with the two Navajo colleges. Perhaps it is more concerned with serving other sectors of the region's population who live in Winslow, Holbrook, and areas

in the central portion of the county.

Pima County: Even with half the county's land area considered Papago Reservation, Pima County is only 3% Indian. Over half of the Indian population lives in the rural areas, and the majority of the remainder are living in the greater Tucson area. Inspite of Pima's excellent ranking, second only to Cochise College (see Table 8), the Indian student enrollment is only 2.3% of the total enrollment of Pima College in Tucson. Pima seems to be well-informed of its Indian student enrollment and problems. Here, I am not sure of exactly what the statistics represent.

Santa Cruz County: This is the smallest county in Arizona, area-wise. Only .1% of the total population is Indian. There are n o community colleges residing in this county. Students are enrolled in adjoining counties' institutions.

Yavapai County: With only 2% of the population recorded as Indian, Yavapai College in Prescott seems to enjoy a favorable reputation with Indian students. Yavapai's Indian enrollment is approximately 5.6% of the total enrollment. By the Schultz Index criterion, this looks fairly good, although

Yavapai's over-all adequacy of response ranking is average.

Yuma County: Within this county resides a portion of the Colorado River Reservation Indians (Chemehuevis, Mohaves, Navajos, and Hopis) and two communities of Cocopahs near Yuma. These locales comprise most of the county's 4% Indian population. Nevertheless, Arizona Western College only has an Indian enrollment figure of .5%. From statistics given, more "non-local" Indians (Hopi/Tewa, Cherokee, Laguna, Navajo, Papago) than "local" Indians (Quechan or Yuma or Cocopah) attend the college. By all indications, this low figure appears to signify an undeveloped program at Arizona Western College.

Conclusions

The preceding evaluations are tentative statements based on a limited amount of generalized data. However, there are a number of factors currently uncontrolled that would be on considerable importance in a thorough and intensive evaluation of the community college's relationship with local Indian populations.

1. The statistics as presented in the foregoing tables may not actually reflect the true picture: Fall 1975 enrollment data has been contrasted with 1970 census data.

2. The statistics given reflect only one segment of each community college district's potential enrollment population. No mention of the relative number of Mexican-American, Black, low-income White, or any atypical or minority population is made. Thus, there may be a false impression of whether or not any given community college is fulfilling one of its philosophical functions - that of offering an equal opportunity of education for all peoples.

3. These statistics are not refined enough to indicate three major domains:

A. The statistics do not reveal which sectors of the Indian populations are actually using the community colleges, e.g., what age ranges are primarily enrolled; how acculturated are these Indian enrollees; are the enrollees mostly urban, rural or reservation Indians; do they have a high school equivalency; what type of previous schooling do they have - BIA boarding school, mission, public day school?

B. The statistics do not indicate for what purposes the community colleges are actually being used. Are the veteran students enrolling just to derive G. I. benefits, or temporary returnees from off-reservation universities and colleges collecting a few credits in a nearby community college to fill some gaps? Are courses being offered for the education of older people in the areas of health and welfare education? Or, are the young Indian people enrolling in community colleges because they offer the closest, least

expensive, or most appropriate educational experience?

C. The statistics do not reveal what courses being offered by the college are actually being used or desired by the Indian communities, e.g., are all vocational type courses male-directed: are the female members of the communities being properly sought out; is the community directly or indirectly being represented in curricular decisions?

4. There is no way to ascertain whether or not the community college is falling short in terms of ineffective outreach "recruiting," poor catalog entries, offering inappropriate courses, offering appropriate courses but in disadvantageous locals, or by not providing effective teachers for Indian communities. These factors and other are particularly important to keep in mind in light of the competing agencies and organizations which work with Indian peoples, such as, the Public Health Service, Welfare, and other social services which might be likely sources of classes on nutrition, health, child-care, etc., and which are possible domains of the community college.

Recommendations

In the future, studies of all constituent populations should be undertaken periodically in order to assess the effectiveness of outreach functions of community colleges. Information feedback is an important element in the improvement of any viable and production system.

Although this study is simplistic and does not take into consideration a number of factors explicated in the "Conclusions" section of this paper, it may, nevertheless, represent a rudimentary basis for further studies of community college effectiveness. Furthermore, if this type of study proves to be an accurate indicator of a community college's awareness of certain populations' needs and characteristics, it may be applied to other groups of potential and actual students.

The implications of this kind are manifold, and may be briefly summarized by calling attention to a few areas of concern:

1. Better control over ethnographic and statistical data is necessary in order to assess needs, effective audience, and curricular format.
2. Programs which are offered should be more explicit and better advertised, particularly those designed with a specific audience in mind. Catalogs also should be more "inviting" to particular ethnic groups.
3. Possibly more outreach work should be accomplished by college administrations, particularly with Indian populations which are characteristically non-verbal. Often, this non-verbosity is mistaken as apathy, but some anthropologists argue that it is actually an "ethic of non-interference" on the part of the Indian parties (Wax and Thomas, 1961).

4. Once the Indian student is enrolled, counseling and support seem to be high on the priority list for success in completing their programs (Spang, 1965:13; USCE 1965:5-13). Counseling students of Indian background should be undertaken with an understanding of that Indian student's particular culture, such as a Navajo, Sioux, Yakima, not as an American Indian in general. Also, the student should be seen as a product of certain inherited abilities and limitations and certain environmental advantages. Lastly, as for all students, individualized attention should be given whenever possible.

In sum, then, this report has attempted to evaluate the current state of effectiveness that community colleges have achieved in dealing with their local Indian populations' educational needs. Whether or not I have succeeded in capturing the essence of the situation can only be determined by future research undertaken in a rigorously scientific manner controlling the many variables isolated earlier.

Appendix

Included in this appendix is a copy of the letter I sent to the thirteen community colleges, and the responses received.

Appendix (correspondence providing survey responses) has been deleted due to poor reprodicibility. The data are included in the body of the paper.

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812 East Eighth Street
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November 7, 1975

Office of the Registrar

Dear Registrar:

I am a graduate student at the University of Arizona currently enrolled in a higher education course entitled, "The Community College," taught by Dr. Raymond E. Schultz. As part of the course requirements, I am collecting some data on Indian student enrollment for a short research paper. It is my goal to collect some basic data on the number and distribution of Indian students in communizy colleges within the state of Arizona.

Could you please provide me with the following information. If you have more than one campus, could you indicate the breakdown of students and sexes of each campus for the following questions.

1. a. How many full-time students are currently enrolled (total number of students)? Male? Female?

   b. How many part-time students are currently enrolled? Male? Female?

2. a. How many full-time Indian students are enrolled? Male? Female?

   b. How many part-time Indian students are enrolled? Male? Female?

3. If you have a breakdown of what Indian tribes are represented, could you provide this information? Percentages or relative frequencies?

4. What is the average age of these students?

5. What course programs (i.e., vocational, technical, general education, transfer, semi-professional, etc.) are most popular with Indian students?

6. How many students who begin community college actually complete their two-year programs?

7. How many of these Indian students who complete thier programs with associates degrees or with certificates actually go on to four-year institutions?

8. Have you any idea how many Indian students return to their community or to the county after they finish their education?

9. Are there special counseling, placement, or special programs designed to meet the needs of Indian students at your college?

10. Is the Indian population in your college district vocal in curriculum decisions?

11. What federal, state, local, or private funds are available to Indian students and Indian education programs?

Please try to answer as many of these questions as possible. Short answers are adequate. I am primarily interested in the figures for questions 1-4. However, any information or intuitive thoughts concerning questions 5-11 would be highly appreciated. Thank you very much for your time and trouble. I would be grateful if you could get this back to me as soon as possible. Also, if you like, I will send you a copy of the completed paper comparing figures from all community colleges (who respond) in Arizona. A self-addressed envelope is enclosed.

Sincerely,

Carla Van West

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CLEARINGHOUSE FOR
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